

Wonders



Mc
Graw
Hill
Education

California
Reading/Writing
Workshop

Weekly Concept Influences

Essential Question

What influences the development of a culture?



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Cultural Legacies

The rice fields curving along the slopes of Longji Mountain in China are often called “Dragon’s Backbone” because of their appearance.

- ▶ The legacy of terrace farming by the Yao people began here some 700 years ago.
- ▶ Because rice fields must be flooded each spring, flat “steps” are needed to hold the water.

This agricultural expertise ensures the food supply in a region not well suited to farming.

Talk About It



Write words you have learned about the influence of a landscape on its inhabitants.

Then talk with a partner about how the culture of the Yao people is affected by living on Longji Mountain.



Vocabulary

Use the picture and the sentences to talk with a partner about each word.



benefit

One **benefit** of being tall is that you can see over high walls.

What is a benefit of studying hard?



deftly

The juggler **deftly** kept the apples in the air for several minutes.

Describe something that you do deftly.



derision

When the team played badly, fans reacted with **derision**.

How might people show derision for a sports team?



eaves

The birds built a nest under the **eaves** of our roof.

Why might birds build a nest under the eaves?



expertise

The carpenter's **expertise** could be seen in the fine detailing.

What expertise does a chef in a fine restaurant have?



impudence

Laughing at someone shows a lot of **impudence**.

How are the meanings of the words impudence and behavior related?



legacy

My grandmother's scrapbooks preserve a **legacy** of family memories.

How else might a legacy be preserved?



symmetry

The butterfly's wings show beautiful **symmetry**.

What else in nature shows symmetry?

Your Turn



Pick three words. Write three questions for your partner to answer.

Go Digital! Use the online visual glossary

Cusi's Secret



Essential Question

What influences the development of a culture?

Read about how an Incan girl's skill with weaving helps her learn about her culture.

Beautiful textiles had great value to the Inca, whose empire arose in what is now Peru. The year is 1430, and 11-year-old Cusi is an Incan girl with a special talent for weaving. Although few girls were allowed to receive an education in Inca society, Cusi dreams of going to school.

A Family Tradition

As they did most mornings, Cusi and her mother were working at their handheld looms. A curious girl, Cusi asked, "Tell me again, Mama: How is it that our family became such fine weavers?"

"When I was a girl, your grandmother taught me to shear wool from the alpaca in our herds and then to weave with it," Cusi's mother patiently responded. "It was *her* mother—your great grandmother—who had passed our family's **legacy** on to her."

When the sun grew warm, Cusi took her loom to the shadows beneath the **eaves** of their house. Alone now, she gazed over at the girls' schoolhouse gleaming on a nearby hill. "How I wish I could go there," she said longingly. "I do not understand why there are schools for all the boys but so few girls have a chance to learn. It is not fair!"

A Special Invitation

As Cusi was voicing her thoughts, she spied one of the school's *mamaconas*, or teachers, walking along a nearby path. Cusi fell silent as the woman stopped to watch her weave. Pretending not to see the teacher, she did her very best to show off her skills.

Cusi began working a vibrant pattern into the perimeter of the cloth. Her hands **deftly** glided over the woolen strands, darting as quickly as a hummingbird flies. The teacher watched in amazement, impressed by the loveliness and **symmetry** of Cusi's design.

Then Cusi's concentration was broken by a knocking sound. She looked up to see her parents greeting Mamacona at the door. Humbly, the teacher said to them, "I watched your daughter working at her loom. She is young to have such **expertise**. Will you allow her to become one of my students?"

Hearing this, Cusi wanted to rush forward and shout for joy, but she knew Incan girls should not display such **impudence**. So she remained still. After what seemed like hours, Cusi's father spoke. "We will miss her, but yes, we would be honored to have Cusi attend school. An education will be of great **benefit** to her."

That night, Cusi's parents made the arrangements for her to begin school. She would leave them in just one week. Cusi felt such optimism, but she was nervous, too.

Much to Learn

Cusi found living at the school so different from being at home. She had to memorize the essentials of Incan history and beliefs, and she also learned to prepare foods, including *chicha morada*, a special drink made from purple corn.

But the highlight of Cusi's new life was weaving class. She relished learning to spin yarn from the precious wool of *vicuñas*. Cusi had glimpsed the tiny camels roaming distant hills, and once on market day she had even secretly stroked a garment made from their silky

wool. She knew only royal people could wear such robes. "It is a privilege just to touch fibers as fine as these," she sighed contentedly.

One afternoon, while the other girls were practicing techniques she had already mastered, Cusi began to daydream. Her thoughts drifted back to a day when she had seen a village elder using a *quipu* to count and record the number of alpacas in the herds. The counting tool, made by knotting strands of wool, had fascinated her.

"Excuse me, sir," she had said to the man. "Will you please show me how to use the counting threads?"

With a sneer of **derision**, the man had shouted angrily at Cusi. "Foolish girl! Has no one told you only men may use the *quipu*? Never speak such nonsense again!"

Cusi had run away as fast as her legs would take her, yet she never forgot about the *quipu*. Even now, as she recalled that long ago scene, her fingers worked at tying knots in a wool cord. She was convinced the secrets of this forbidden tool were the key to great knowledge.

Suddenly, a classmate's shout startled Cusi from her thoughts. "Cusi has fallen asleep!" The girls broke into laughter and, blushing, Cusi hid the knots in her lap.

"Enough!" the teacher said to quiet the class. "Cusi, please step outside."

A Secret to Treasure

When they were alone, Mamacona gestured toward the knotted wool that Cusi held behind her back. "Show me what you have made," she said sternly. When Cusi gave her the knots, the woman's eyes widened in alarm. "Is this a *quipu*? Women should not possess these things. You take great risk!"

"But if I knew how to use the *quipu*," Cusi pleaded, "I could keep school records, and the royal merchants could no longer cheat us when buying our *vicuña* robes."

Mamacona struggled with her thoughts. She knew well the ban against women using the *quipu*, but she herself had possessed this thirst for knowledge when she was a girl. She recalled how her brother had secretly taught her to keep accounts with the *quipu*. In the end, she was won over by Cusi's hopeful plea.

"I will teach you to make a *quipu* properly," she whispered. Cusi's face lit up. "But...you must promise never to tell anyone!"

Cusi hugged her teacher. "Thank you, Mamacona. I promise. I will not disappoint you. I will learn, and I will forever keep our secret!"

Make Connections



Talk about the importance of wool and weaving in the Inca culture. **ESSENTIAL QUESTION**

Describe a time when you learned something you had wanted to know for a long time. **TEXT TO SELF**





Make Predictions

As you read a story, use what you learn about the characters, setting, and plot to **confirm** or **revise** predictions you make. After each section of “Cusi’s Secret,” predict what will happen next. Use text evidence to confirm or revise your predictions.



Find Text Evidence

You may have used what the introduction says about the lives of Incan girls to predict whether Cusi will be able to attend school. Reread “A Special Invitation” to help you confirm or revise your prediction.

page 138

remained still. After what seemed like hours, Cusi’s father spoke. “We will miss her, but yes, we would be honored to have Cusi attend school. An education will be of great **benefit** to her.”

That night, Cusi’s parents made the arrangements for her to begin school. She would leave them in just one week. Cusi felt such

It surprised me when Cusi’s father agreed to let Cusi attend school.
I had predicted that Cusi, like most Incan girls, would not get a formal education. So I revised my predictions about the rest of the story.

Your Turn

COLLABORATE



What prediction did you make after reading “Much to Learn”? Identify the passages in the story that you used to confirm or revise your prediction.

Point of View

When a narrator who is *not* one of the characters tells the story, the story has a **third-person point of view**. A third-person narrator lets readers know what *each* of the characters thinks.



Find Text Evidence

When I reread "A Family Tradition" on page 137 of "Cusi's Secret," I see that neither Cusi nor her mother is telling the story. The narrator is not participating in the action. I will learn about the events from the perspectives of more than one character.

Details	Point of View
The story is not told by one of the characters.	"Cusi's Secret" is told from a third-person point of view.
The narrator uses the third-person pronouns "she" and "her" to tell Cusi's thoughts and actions.	

The narrator knows more than any one of the characters can know.

Your Turn

COLLABORATE



Reread "Cusi's Secret." Identify more details that show how the reader learns about the characters and the plot. Then tell how you know the story has a third-person point of view.

Go Digital!

Use the interactive graphic organizer

Historical Fiction

The author of “Cusi’s Secret” uses what historians know about the past to create a realistic setting and plot.

Historical Fiction:

- Usually includes dialogue
- May include flashbacks to earlier times in the characters’ lives



Find Text Evidence

“Cusi’s Secret” uses historical facts about life in the Inca Empire, but the characters and dialogue are imagined by the author. It includes flashbacks to tell us more about the characters’ pasts.

page 138

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Dialogue Dialogue lets characters speak for themselves.

Flashback Flashbacks are events that happened before the current plot events.

Your Turn

COLLABORATE



Find two examples of information that is based on historical fact in “Cusi’s Secret.” Then identify one example of a flashback.

Greek and Latin Suffixes

Common suffixes can help you define an unfamiliar word. Below are some Greek and Latin suffixes and their meanings:

Suffix	Meaning	Example
-ion, -tion, -sion	"the state of"	<i>educating</i> → <i>education</i>
-ism	"the state of"	<i>being real</i> → <i>realism</i>
-ize	"to make"	<i>a summary</i> → <i>summarize</i>
-ous	"full of"	<i>fame</i> → <i>famous</i>



Find Text Evidence

I read the word concentration on page 137. If I know that the suffix -ion means "the state of," I can figure out that concentration means "the state of concentrating."

Then Cusi's concentration was broken by a knocking sound.

Your Turn

COLLABORATE



Use a suffix from the chart above to help you find the meaning of each of these words from "Cusi's Secret."

optimism (*optim-* means "best, favorable"), page 138

nervous, page 138

memorize, page 138

Tell how you used the suffix to help you understand the meaning of each word.



Pages 136–139

Write About the Text



Nicolás

I responded to the prompt: *Write a paragraph from Mamacona's point of view telling how she feels about the Incan tradition of weaving. Use details from the text.*

Student Model: Narrative Text

Point of View

I wrote the story in first person to show that it is from Mamacona's perspective.

Descriptive Details

I used words like *intricate* and *intense* to help the reader picture what I am describing.

I watched from the doorway as the girls wove silky yarn into their handheld looms. Some were struggling, but Cusi was doing exceptionally well.

Her pattern was intricate with intense reds and yellows, making me think of a bright sunrise over the mountains.

As the girls worked, I recalled learning

Transitions

I used words and phrases to tell when a scene takes place.



to weave on my mother's loom until
I was given my own. My mother had
explained that fine weaving was an
Incan tradition going back many years.
I had been proud to learn of my people's
tradition, and it made me happy to
share it with my students.

Grammar

Possessive nouns
such as *mother's*
and *people's* show
ownership of something.

Grammar Handbook

See page 456.

Your Turn

Write a paragraph from Cusi's point of view about the next time she sells her vicuña robes to the royal merchants. Use text evidence for support.

Go Digital!

Write your response online.
Use your editing checklist.